



Self-directed learning report

Melanie CAHIN

Summary

| | |
|-------------------------------------|----------|
| Introduction..... | 3 |
| I) Project presentation..... | 4 |
| a) Objectives..... | 4 |
| b) Organization..... | 4 |
| c) Conceptual issue | 5 |
| II) Activities | 6 |
| a) Learning about Buildings..... | 6 |
| b) English Practice | 7 |
| III) Results..... | 8 |
| a) English Level..... | 8 |
| b) Personaldevelopment..... | 8 |
| Conclusion..... | 9 |



Introduction

Since I have been in the ENSGSI, I have thought that I want to work in a building firm. In the lessons at school, we haven't building specific lessons. It's the first reason I chose this project.

Writing in English does not seem to be a problem because I can take the time to think, to ask somebody to correct my English, to look for the word I don't know. Even if it wasn't perfect, it was not the point I want to practice this year.



I also had a fear to speak in English in front of people. I thought that it was because I had not enough self-confidence. I wanted to practice this point because I think it could help me on my personal development and in my future work. Indeed, if I want to work in another country or with a foreign company, it will be necessary to speak in English.

First of all, I will present my project, my objectives, my work organization and the problematics of the project. Then, the activities I did and finally the results.



I) Project presentation

a) Objectives

There are several objectives for my project:

First of all, there are *language objectives*. I want to learn more vocabulary in English, in particular specific to building environment. Furthermore, it's necessary to find a solution to memorize this vocabulary for a long time.

Then, there are *personal objectives*. I want to find and to remove the obstacles which can prevent my English oral practice. I particularly need to have more self-confidence and in my English practice. I myself notice many obstacles because they come from me. Another objective is to succeed to speak in English in front of my family. Furthermore, I want to work on my prescribed message "Be perfect". For that, I must be in the action and not only in the reflexion.

Finally, there are *action objectives*. I want to make research to increase my knowledge in the building sector. The solution I find it is to make a model of an English house. This model allows gathering my learning knowledge. I set up some labels to memorize the learning words.

I need to have the TOEIC too but it is not my principal objective. It's secondary because I want to focus and center my work on the objectives I mentioned earlier.

b) Organization

For the work organization, I wanted to work alone. Indeed, since I have been at the ENSGSI, I always worked with a group in French or in English. I wanted to know how I could work alone before beginning my internship. This choice allows me to work when I want and when I have the time. For the homework, I find it easier because I can work when I want and mainly I do not depend on anyone. In addition, I enjoyed working at different times of the week and not at imposed times.

I could have more confidence in self-work before being alone in my internship.

In my organization, I had to take into account the research of motivation and action therefore motivating me. I think the choice of my own subject helped me to motivate me. But it was sometimes difficult to have no outside element pushing me to take action as had been the case in previous projects. I quickly decided to set goals to achieve for two weeks. Initially, I had set too ambitious and too many goals. I managed gradually as sessions to fix me more appropriate objectives. I often had to fix dates for achieving specific exercises, such as to move the model.



c) Conceptual issue



The selection and the realization of my project have highlighted paradoxes that I had to find solutions to achieve in its completely.

Firstly, I decided to work only for a number of reasons but I wanted to work on my fluency in English. I must create opportunities to speak English.

Then, I wanted to get more confidence in me and in my ability to speak English but I wanted to learn in a professional context that I did not know and that may scare me because it is unknown to me.

These paradoxes have led me to have a number of questions that helped me to determine my conceptual issue:

**How to create conditions to speak English
in front of my family?**

**How to learn the specific vocabulary and
remember it?**

**How to practice English alone in a
professional context in order to develop
self-confidence while I can not speak
English in front of my family?**

How to progress in the oral use of English?

**Is talking easily in front of my family enough
for me to speak fluently in front of stangers ?**



II) Activities

a) Learning about Buildings

I decided to do a model to learn building vocabulary. At the beginning, I wanted to do the model in cardboard but I didn't manage it. I wanted to do the model on Solidworks. The practical achievement of the work was difficult and this solution allowed me to progress in my work getting round this difficulty. I wanted to print my model in the second part in the Fablab to have a physical object.

It's a success because I can do now my model gradually. Moreover, I have now a new knowledge: the Solidworks use. It's more complete because I discovered it alone and did what I wanted.

I realize a vocabulary list with the words I think it is necessary to learn, the basic words and some complex words. I know that with just a list I won't remember these words. But this technique has allowed me to take on the words I wanted to learn and do not let me be exceeded by the large number of words I found on the internet. This gives me a clear and precise vision I need. To learn vocabulary with the model, I write the vocabulary on some little etiquettes. I know that I have a better visual memory; this is the reason why I chose this solution.

To add some information in my project and in my model, I chose to read some books. First of all, I read the British Architectural Styles, an easy reference guide written by Trevor Yorke. I use this guide to realize my models. Indeed, my model represents a house in Georgian style.

For my general culture, I read the "1001 buildings you must see before you die". I think it all brings me another building knowledge. Indeed, this book presents the buildings with the architectural details and uses specific vocabulary.



b) English Practice

Before I begin my practice of spoken English, I decided to have a daily practice of English. I chose to work my oral and written understanding. I read daily articles on the BBC website. At the beginning of the year, I thought that I could not read a book totally in English. I decided to try really and not to be stopped with prejudice and to read a book with some word explanation. I chose "A mind to murder" written by P.D James, a book that my mother had already read. We could speak together about it to be sure that I understood everything.

But the English write practice was not the most difficult part for me. I should work the English oral practice. The harder part for me is to know that some people can hear me when I speak English.

I decided to enjoy the trip in England with all my family. I had already done a lot of trips with my parents in foreign countries. During all these trips, I preferred to let my mother speak in English because it was easier. I didn't want my parents to hear me speak English and make mistakes. So as not to repeat the same things during this trip, I established an objective list with actions I wanted to do. For example, I wanted to ask for directions from a person in the street.

I succeeded in speaking English in front of my family. I got compliments from my mother and her English friends that I met regularly and with whom I had almost never talked before. I realized that what I missed was not necessarily the vocabulary as I could get by but more knowledge of grammar and conjugation. I was uncomfortable having to think about the time to use. To change this, I decided to focus on specific exercises books.



III) Results

a) English Level

To assess my level of English, I decided to use particular language passport in which I added or completed categories. I could test my skills live in England and be more objective.

To test my learning vocabulary, I could use a website. That allows you to create exercises from vocabulary list and therefore to test my learning. It was a success because I even remembered the first words learned. I think this is due to the fact that I watched regularly on my computer the model. So I read the vocabulary often.

I can say that I inevitably made progress in English since I was able to read a novel entirely in English. While some words were explained, always in English, the original text was written by the author PD James.

I think my English is strongly related to my personal development. Even though I still have to work some aspects of the English language to improve myself, I think I needed a click.

b) Personal development

I was often told that I had to have a block with practice oral English. I knew since my arrival at GSI I had to work self-confidence. I was rather successful as I could carry out actions that I could not do before, such as speak to an entire auditorium.

But I thought I had a lock on the English. I could not have enough confidence in myself to do it. Even project group last year with people I trusted, I could not speak English.

I told myself that I should get to talk to my parents for example, which I totally trust. I know they will not judge me. But it was even harder for me. I then made the link with all the trips I made with my parents and during which I had never tried to speak. My mother is bilingual in English; I think I did not want her to hear me make mistakes orally. I managed to take a step since my parents especially my mother heard me speak English without being too uncomfortable.

For my personal development, I worked mainly on the aspect of self-confidence. I was rather successful on some points but I still have some way to go because when I was asked to participate in the radio by Philippe and Arthur, I refused because too many people could hear me.

To assess this development, I have completed throughout my project a notebook in which I gathered my thoughts.



Conclusion

In conclusion, I could say that I could identify with this project points to develop that I had not noticed during my various team works.



I really enjoyed working alone in this project; it allowed me to refocus on what I wanted to do: either on me or on my project. It allowed me to restore confidence on my personal work. Since I was at GSI, I had not worked alone, and in my groups, I could rely on my teammates to do the work that I did not expect to do well. This is why the mission particularly interested me; it shows that I can do a project by myself, from beginning to end. I could rely on different supports but nobody would do it for me. This

self-learning project has allowed me to take me by the hand before being "forced" to do so.

I also think I need to think about the obstacles that may exist. I have been learning English since I was 7 years old and yet I do not have a representative level of these years of learning. Perhaps the methods I used were not suited to me or there may be another element which prevents me from improving my English.

I now have to find other ways to make my friends hear me speak and then I won't be too shy to try.



Passeport Langue

| COMPRENDRE | | | |
|-----------------|--|---|---|
| | Ecouter | Lire | Lire un texte professionnel |
| B1 (MELANIE) | <p>J'ai quelques difficultés à comprendre le langage oral. J'ai souvent besoin qu'on me parle lentement. Une fois que je me suis familiarisée avec l'accent, la compréhension est plus fluide. Je comprends beaucoup plus facilement les conversations en direct que celles dans les médias. Je suis capable de comprendre ce que nous ont dit les jurys lors de notre présentation oral qui faisait des commentaires sur notre travail, donc sur un sujet que je connais</p> <p>Je suis capable de comprendre des conversations qui ont lieu entre deux personnes dont je ne connaissais pas forcément le sujet au départ. Je comprends les émissions pour enfants qui passent à la télé en angleterre dans la matinée.</p> | <p>Je peux lire avec un peu d'effort, plutôt lentement, des textes simples mais aussi des articles sur des thèmes de société.</p> <p>Je peux lire un roman policier en version original avec quelques explications de mots en anglais</p> | <p>Pour lire un texte professionnel, avec du vocabulaire spécifique, je peux comprendre le texte dans son ensemble mais pas forcément les détails. Il me faut pour ça chercher du vocabulaire.</p> <p>Je suis capable de lire des textes et des livres sur des thèmes spécifiques comme le bâtiment ou l'architecture</p> |

Légende :

En noir -> septembre 2013

En vert -> janvier 2014

Passeport Langue

| PARLER | | | |
|---|---|---|---|
| Prendre part à une conversation | S'exprimer oralement en continu | Présentation orale | Réunion avec un professionnel d'un domaine |
| <p>Je peux prendre part à une conversation sur des thèmes plutôt courants. Lorsque les thèmes abordés sont plus évolués, je manque de vocabulaire nécessaire pour participer. A cause de mon manque de connaissance en grammaire / conjugaison, je fais des fautes dans la construction de mes phrases.</p> <p>Je suis capable de prendre part à une conversation avec des anglais qui savent qu'il faut parler plutôt lentement. C'est plus le manque de confiance qui me bloque pour participer ainsi que le manque de connaissance en grammaire / conjugaison qui me dérange. J'ai peur de faire des erreurs gênantes qui empêcheraient mon interlocuteur de me comprendre</p> | <p>Je peux présenter un très court exposé sur un sujet qui m'est familier, du moment que je connais le vocabulaire associé.</p> <p>Je peux présenter un sujet que j'ai au préalable préparer.</p> | <p>Je peux faire une présentation oral si j'ai préparé mon texte à l'avance, que je le connais parfaitement et que je l'ai répété. Il faudra maintenant que j'essaye avec moins de préparation.</p> | <p>Je peux comprendre le rendez-vous dans sa globalité mais j'ai du mal à comprendre les détails et être sûre que la personne n'a pas déjà évoqué ce détails dans un sujet précis</p> |

Légende :

En noir -> septembre 2013

En vert -> janvier 2014

Passeport Langue

| Ecrire | | | |
|---|---|---|--|
| ECRIRE | | | |
| Ecrire | Ecrire un mail professionnel | Ecrire un rapport | Ecrire un PowerPoint |
| <p>Je peux écrire un court texte en utilisant des phrases construites de façon simples. Je n'utilise quasiment pas d'expressions ou de mots de liaisons.</p> <p>Je suis capable d'écrire des textes avec des tournures de phrases simples mais avec quelques fautes de conjugaison et de concordances des temps. J'utilise régulièrement les mots de liaisons que je connais. J'arrive à remplacer les nouveaux mots que j'ai appris.</p> | <p>Je suis capable d'écrire un mail professionnel avec l'aide d'un dictionnaire et la correction de quelqu'un pour validation. Je ne connais pas les formules de politesse pour un mail</p> | <p>Je suis capable d'écrire une partie d'un rapport professionnel avec des mots simples et des constructions de phrases peu élaborées. Je préfère avoir une correction pour être certain de ce que j'ai fait.</p> <p>Je suis capable d'écrire un rapport personnel sur un sujet que j'ai réalisé tout au long de l'année. Je préfère avoir une correction mais il y a de moins en moins de fautes dans ce que j'écris</p> | <p>Je suis capable de représenter mes idées en anglais grâce à un powerpoint en utilisant des mots simples et des constructions de phrases simples</p> <p>Je suis capable de réaliser un powerpoint seule présentant un projet que j'ai réalisé en demandant une correction pour être sûre de ne pas faire d'erreur. Je garde des phrases et mots simples pour être sûre de ne pas me tromper.</p> |

Légende :

En noir -> septembre 2013

En vert -> janvier 2014